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ABSTRACT

This nine-chapter manual provides a practical guide to community college public relations (PR) for PR officers with expanding responsibilities. Chapter I explores the philosophy of community college public relations, considering the issue of community, the role of the PR director, and potential problem areas. Chapters II and III provide guidelines for establishing and maintaining good external and internal public relations, emphasizing in both cases the importance of comprehensive communications programs. Alumni relations are the focus of Chapter IV, which discusses factors in the establishment and maintenance of alumni associations. Chapter V outlines the resource materials and equipment needs of the PR office. Chapter VI provides suggestions for using visual graphics, enumerating, among other items, picture sources, equipment needs, and tips for good photographs. Chapter VII reviews several printing and large-scale distribution options available to the PR officer, presenting the advantages and disadvantages of each. Chapter VIII discusses the issues of administrative authority for the PR office, the PR officer's relationship to the president, and funding. Finally, Chapter IX recommends ways of gauging the effectiveness of PR programs. (AYC)

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Public Relations in the Community College

**How to start up an operation, determine the program, and master the skills of
community college public relations.**

**Edited by Richard L. Trent
Coordinator of Community Relations
Essex Community College**

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PREFACE

As tuition costs at four-year colleges soar, Americans are turning to the less expensive, more accessible learning opportunities available at their area community colleges. It is more important than ever that public relations officers at these institutions bring the college's mission to the community and involve the community with the college.

We have developed this handbook for the newcomer to community college public relations. It is, however, a practical guide for any two-year college public relations officer who is directing an office with expanding responsibilities. These materials are adapted from a handbook published in 1972 by the Public Relations and Development Affiliate of the Maryland Association of Junior Colleges. While studies of Maryland community colleges are the basis for many of these articles, the principles and guidelines have general application.

Participants in the original Maryland self-study were: Ronald J. Anton, formerly director of college relations, Villa Julie College; Richard J. Bailey, former director of community relations, Anne Arundel Community College; J. Rolfe Castleman, assistant director, community services, Frederick Community College; S. Joseph Fantl, formerly administrative director of college relations, Prince George's Community College; Helmuth O. Froeschle, formerly director of public information, Montgomery College; Dagmar S. Grimm, publications manager, University of California, San Diego; Katherine Lee, formerly director of public information, Hagerstown Junior College; Dr. Lewis M. Knebel, formerly member of the Faculty-Student Committee on Public Relations, Garrett Community College; Dr. Sidney Kobre, formerly professor of journalism and director of the news bureau, Community College of Baltimore; Martha Lambert Patrick, director of publications and public relations, Catonsville Community College; and Robert G. Templin, Jr., formerly coordinator of community relations, Harford Community College.

Chapters V, VI, VII, and IX have been revised. We thank Jossey-Bass, Inc., Publishers, for permission to reprint part of Benjamin R. Wygal's chapter "Public relations: Concepts, authority, and control," from Volume 20 of the New Directions for Community Colleges series, Improving Relations with the Public.

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Relations
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CHAPTER I

THE PHILOSOPHY OF COMMUNITY COLLEGE PUBLIC RELATIONS

What is community?

The concept of community in a community college is the underlying philosophy that determines an institution's objectives and goals. The actions a college takes to achieve its goals must reflect the considerations of its community. Who, then, makes up the community of a community college? They are:

- its employees;
- its students and former students;
- its top administrators and board members;
- those within its geographic area;
- those who share its philosophy.

A relationship of mutual benefit should exist between these publics and the institution that serves them. A single person or a single sequence of activities cannot develop good community relations. Good relations result from consistent actions based on a clear institutional philosophy.

How do you create and maintain a sense of community?

Each separate public must understand how its contributions benefit the whole community.

1. Employees--faculty members, administrators, secretaries, and custodians--must recognize the various segments of their community. They must be prepared to serve these segments as part of their jobs.
2. Students and former students should recognize that the college is not only serving their immediate needs, but also the long-range needs of the community.
3. Top administrators and board members must not look upon expenditures in personnel as unnecessary drains on the already short supply of resources.
4. Businesses hiring within the geographic area of the college must recognize that their support will bring additional services.

The internal policies and day-to-day operations of all college personnel need to reflect the goal of providing community service.

Academic department heads need to evaluate their course offerings, the credits they award, the quality of their teaching, and their admission requirements within the context of achieving institutional community service objectives.

Those in charge of student personnel need to develop their counseling, financial aid, information, and related services so that they meet the institution's community service objectives.

The financial office needs to assess its tuition fees, its payment plans and procedures, and its various fee structures to ensure that they serve the needs of the community as well as the institution.

The institution's physical development, financial grant, and research activities need to be in line with institutional objectives.

Those individuals charged with the overall administration and advancement of the institution need to assure the community that the institution's people, policies, plans, and programs are all geared towards serving the community.

What is the public relations director's role?

Abraham Lincoln said, "Public sentiment is everything. With public sentiment, nothing can fail; without it, nothing can succeed. Consequently, he or she who molds public sentiment has a greater impact than the person who enacts statutes or pronounces decisions." As a public relations officer, you must take the lead in establishing a public relations attitude on the part of all employees, students, and trustees of the institution. It is your responsibility to see that good public relations exist between the college and its various publics.

Public Relations News defines public relations as:

. . . the management function that evaluates public attitudes, identifies the policies and procedures of an individual or an organization with the public interest, and plans and executes a program of action to earn public understanding and acceptance.

According to this definition, public relations involves three major functions:

1. Evaluating public attitudes.
2. Identificating policies and procedures in the public interest.
3. Planning and executing a program of action.

The public relations officer must have good skills and specialized training. The individual must be informed of the current and projected directions of the institution. He or she must be sensitive to the major goals of higher education and society. The PR office must have adequate resources and recognition.

The specific tools of public relations--publications and photographs, news releases and media contacts, alumni relationships, advertising, displays, exhibits and promotions, speakers bureaus, and publicity--must be utilized to meet specific objectives as determined by the institution. These objectives must be brought constantly to the surface. The public relations officer must evaluate public aspirations and determine the appropriate institutional means to fulfill those dreams.

Finally, the public relations officer and the institution must be aware of potential problem areas for the future. Recognizing these problems and acting to overcome them helps maintain good public relations.

What are the potential problem areas for public relations?

Educational backlash. The launching of Sputnik into outer space marked the beginning of a pro-education era in the United States. But public support of education may be declining as society becomes disillusioned with the prospects for achievement through traditional educational pathways. Other pressing social needs are making greater demands upon the resources of the country. This is why it is exceedingly important that what we say is close to what we do. We must not distort the distance between the real and the ideal.

Policy. A hastily conceived concept of community by an institution and its publics can be short-sighted. People don't want token representation. The "community" may demand power. If the community college is really to serve the community, why shouldn't the community have a voice in determining the direction the institution will take?

The PR white knight. The educational community is beginning to recognize public relations as a legitimate function of the institution. However, it still does not clearly understand and agree upon the role of the public relations officer. PR people are going to hear increasing cries of "sell me." An understanding of staff roles is clearly essential.

The community college may soon reach its level of incompetence. As people turn to the community college for help in solving society's problems, the community college may lose sight of its

mission and lead people to unreal expectations. Perhaps PR people--and other influential purveyors of power--can buy additional time for the community colleges to identify the very real benefits education brings to society.

For the public relations officer, continued training and education are essential. Institutions will be relying upon professional techniques from the increasingly sophisticated world of public relations.

The suggestions and reports contained in this handbook represent the attempt of a number of people with public relations responsibilities in Maryland community colleges to look at themselves and their purpose. This handbook is designed to encourage the continuous evaluation of community colleges and the role of public relations in these institutions.

Each college must determine for itself and its community its unique role, philosophy, and objectives for public operations. We hope that this book will provide the material basis for that determination.

CHAPTER II

EXTERNAL PUBLIC RELATIONS

Of the many kinds of activities that eventually find their way into public relations job descriptions, perhaps few are as time-consuming, as difficult to evaluate, and as necessary to the institution as those that involve communication with specific publics. The unique nature of community colleges sets forth certain responsibilities for those in public relations: You must clearly articulate college information to specific publics, you must be responsive to needs expressed by these publics, and you must establish an environment in which a dialogue can take place.

External public relations involves the activities that take place between the college and its diverse publics. These publics include local taxpayers, parents of students, potential students, alumni, local government officials, community leaders, business and industrial officers, and educational administrators among others. Different publics may have different interests. It is necessary for you to tailor messages for the specific publics. When you create a comprehensive communications program, consider your various publics, design methods for reaching them, and evaluate the effectiveness of the methods you use.

A COMMUNICATIONS PROGRAM

Many communities have channels of communication that demonstrate their effectiveness by the number of years they have been in existence. Local and metropolitan newspapers, radios, and television stations are capable of reaching large, undifferentiated audiences. Local magazines, business and educational newsletters, community bulletin boards, residential news sheets, and the like have select audiences. Create college publications to augment a communications program to inform the many publics that might otherwise go uninformed. Ensure the placement and timing of important announcements with paid advertising in the mass media.

Full use of these various methods for reaching into the community demands coordination. Some methods are effective with certain groups, others are not. It is your job as the public relations expert to decide, for example, which radio station is oriented toward the under-20 age group, which serves middle-aged individuals, which newspaper appeals to lower-income and which to upper-income readers. In general, different publics require different media channels.

Frequently, public relations operations are understaffed and underfunded. As a result, the media are a good starting point for a communications program. Other techniques can be postponed awaiting time and money.

THE MASS MEDIA

Many public relations staffers judge success in the mass media by the number of news items that find their way into print. News releases require a good deal of time in terms of research, preparation, and mailing. Naturally, you are interested in what happens to your release. Was it printed? Did it receive good placement, or was it buried at the back of the paper? Was it edited?

Answers to these questions help you evaluate the kinds of information a local editor wants from your college and enable you to judge the likelihood of this kind of news receiving coverage in the future.

News releases eventually are evaluated by a local editor. The personal/professional relationship you establish with such an individual is a rather significant factor in determining the amount of coverage your college may receive. An editor would be less likely to dismiss an item a public relations person considered important if he or she knew the individual personally and valued his or her professional judgment.

A poll of the types of news items distributed by the Maryland community college public relations offices indicated these general categories:

- Official pronouncements
 - Policy
 - Budget
 - Faculty appointments
 - Faculty promotions

- Academic announcements
 - Registration dates
 - Dean's list
 - Scholarships

- Course offerings
 - New programs
 - Special courses
 - Noncredit courses

College events

- Art, theatre, music
- Athletics
- Commencement, convocation, open house
- Guest lecturers

Individual accomplishments

- Faculty publications
- Special honors

Students

Information about new courses, programs, and academic schedules is also the subject matter for college advertising. You must decide which college information is actually "news" and which is more appropriately labeled "advertising." It is too easy to presume on the good nature of the press. Generally, if you have an advertising budget, a combination of advertising and news releases will ease your conscience and please the press. Take extra care with the physical preparation of news releases.

Feature articles, lengthy descriptive journalistic pieces accompanied by photographs, provide good PR if time permits. Yet the amount of energy involved coupled with the uncertainty of publication can make such articles unfeasible. Get a commitment for publication before you prepare the feature. Local weekly papers with small staffs may welcome such material while the metropolitan daily would prefer using its own staff to write the piece.

"Hometowning" of releases can be effective. When you prepare an article describing Professor X's scholarly contribution to a local symposium, orient a special release to the professor's place of birth, former places of residence, and former colleges. It can spread news of both the professor and the college. Send news of student achievement to neighborhood newspapers.

Write special releases for use in radio and television. In accordance with Federal Communications Commission regulations, most radio and television stations set aside a certain amount of air time for public service announcements. Many college announcements qualify for this public service time. A yearly letter to a television or radio station recognizing its assistance in promoting college programs helps the station substantiate its compliance with FCC regulations.

The successful presentation of a news item to the media does not guarantee that the public will be informed. A study conducted at one college questions the actual value of the media in disseminating educational information. Few of the students

registering for a given course had heard about the offering through the mass media. Nonetheless, such an effort is one essential ingredient in a communications program. As always, timing and local situations will affect the value of individual releases.

ADVERTISING

News releases, public service announcements, and the like are subject to the whims of editors and programmers, who more or less place them on a space- or time-available basis. With the nature of most general news releases, this situation is acceptable. There are several times throughout the academic year, however, when you should announce specific information according to deadline. Paid advertising in newspapers, radio, and television guarantees both timing and visual placement of such notices.

For example, the success of summer sessions frequently depends on a concentration of attractive, eye-catching, motivational announcements. News releases and radio spots undoubtedly have some effect, but a more coordinated, comprehensive effort is required. By paying for both newspaper space and air time a college is able to aim its message at a specific audience.

Registration dates, application deadlines, the opening of fall classes, new course offerings (particularly continuing education or other courses starting during the semester) often call for the use of paid advertising.

Most newspapers have graphic artists who are capable of designing advertisements. If your college has a curriculum in business, however, or courses in advertising and merchandising, staff members could assist in both the wording of copy and the visual presentation of the message.

Rates for advertising vary greatly, increase almost annually, and are easily obtainable from local papers and radio stations.

To reduce the cost of advertising in major newspapers, several Maryland community colleges bought space cooperatively prior to registration for summer sessions. This permitted colleges with small advertising budgets to present their messages to larger audiences.

If you have no advertising budget, you can try to convince academic departments of the desirability of advertising their particular course offerings. Community college career programs, for example, often fund an advertising campaign at the beginning

of a semester. Such advertising helps the career program attract students, permits announcements of important dates and deadlines, and generally reinforces other public relations activities. It is extremely important, however, that such efforts be fully coordinated with the public relations person.

Paid advertising has one indirect benefit. There is a positive correlation between the amount of advertising a college does and the cooperation it receives from the mass media.

COLLEGE PUBLICATIONS

The college catalog, the president's annual report, curricula brochures, newsletters, and various promotional pieces are integral parts of a publications program. Through such literature you can establish and promote your college's image.

A publications program can be costly. For example, a medium-sized college of 4,000 students can easily spend \$10,000 or more annually on its catalog alone--a catalog that is by no means showy or frivolous. However, many public relations people feel that an attractive, comprehensive publications program is a necessity and that the benefits of the program are well worth the cost.

Catalog

The catalog forms the center of a publications program. It is generally the most expensive item in a publications budget, requires a great deal of effort and cooperation from the college community, and probably has the widest circulation. The public relations person is typically involved in the production of the catalog, but the degree of involvement can range from total responsibility for the publication to that of only technical advisor. For example, at one college, the public relations person might coordinate the entire effort: writing much of the catalog, editing, shooting most photographs, overseeing the printing, and handling the distribution. A public relations person at another college might serve only as an advisor to the administrative dean, who bears responsibility for the catalog.

Because of the expense of the catalog--roughly \$1.00 per copy--you can limit mass distribution:

to individuals actually applying for admission,
thus eliminating those who simply ask "please
send a catalog;"

to individuals with the perseverance to make two separate requests, thus eliminating all whose interest is fleeting; or

by charging a flat fee for the catalog.

Other colleges, faced with similar cost problems, have gone to a two-catalog or modular catalog system: a college catalog of limited printing, and a mass-printed mini-catalog of general information, program outlines, and course description modules.

You can produce the mini-catalog at slightly lower cost by including only information that is absolutely essential to a prospective student (omitting, for example, course descriptions, faculty and administrative officers, superfluous regulations, and the like). A mini-catalog, prospectus, or viewbook is less expensive to mail and you can distribute it widely at reasonable expense.

One additional method for lowering catalog costs is to print a catalog every two years. If you choose this approach, you must be foresighted in planning academic offerings, rules, and regulations to keep obsolescence at a minimum.

Annual report

College presidents usually prepare an annual report to the board of trustees, summarizing the past year's significant accomplishments, curricular improvements, faculty achievements, and budgetary information. The report usually originates from the office of the president, with assistance available from the office of public relations if requested. A study of Maryland colleges revealed that, while the purpose of the report was consistent among participating colleges, the designs and formats fit into three groups:

1. a factual, in-depth record of the college during the previous year;
2. a colorful, attractive, promotional publication highlighting college improvements;
3. a factual presentation of the college within the format and design of a promotional publication.

An in-depth record of the college can be so factual and loaded with statistics that it is unreadable. A promotional report can be so slick and image-conscious that it is of little value. A combination of the two has the advantage of being both attractive and useful.

In general, the annual report involves a select group of individuals in the problems, issues, and goals of the college.

Curricular brochures

Designed primarily as a promotional/informational publication describing individual college educational programs, the curricular brochure is also an effective way to reach college audiences. Generally aimed at prospective students, such a brochure is often useful in high school guidance, business personnel offices, government agencies, and other organizations whose members might be interested in a college education.

Curricular brochures are generally produced by a public relations office whose responsibility is to write, design, do layout, and print. The Maryland study indicated a few general suggestions to colleges contemplating such publications:

1. Standardize all curricula brochures in design and layout.
2. Distinguish each brochure with a college "logo"--a signature of the college in the form of either a letter arrangement or symbol.
3. Color code brochures for each academic discipline.

Consider distributing the brochures to college admissions personnel, college speakers, academic departments, and local libraries.

Newsletters

Perhaps the most flexible and effective college publication is the newsletter. With a minimum of effort it can be designed for almost any public: job recruiters, guidance personnel, alumni, local citizenry, boards of education, government officials, and others.

Containing information as varied as forthcoming concerts, faculty achievements, and innovative educational offerings, newsletters can be made attractive, highly informative, and readable. Such publications are usually the responsibility of public relations personnel, in cooperation with whatever college office is most concerned with the projected audience. For example, a semi-annual or quarterly newsletter sent to personnel directors of area businesses might involve the job placement director, career program chairman, and career faculty.

Usually, the subject matter of the newsletter relates directly to the nature of the audience. It might not be useful to distribute a newsletter that extensively describes college programs to alumni; nor would anything productive come from sending school guidance counselors extensive alumni information. Of course, some information about college programs and continuing education opportunities is appropriate for alumni, and counselors would like to learn about the success of graduates. There are newsletters of a general nature that appeal to all audiences, just as there are specific newsletters that appeal to select audiences. Strong photography does much to enhance the impact of a newsletter, as well as all college publications.

Campuses participating in the Maryland study produced a number of other kinds of publications. They showed that public relations officers are imaginative designers. One college published a brochure that used graphics to describe the varied contributions it made to the life of the community. The college distributed the brochure to influential citizens and local government officials just prior to the opening of budget hearings. Another college prepared a publication that was sent to all area high school students. It was worded in a manner that would appeal to that age group and offered information not usually passed along by guidance personnel.

Creative publications have no limits, except the realities of purpose, cost, and time.

Other publications, such as cultural events calendars, speakers bureau listings, and student handbooks are generally produced annually and help round out a college publications program.

A systematic publications file helps a publications officer update and evaluate college publications.

Such publication techniques, when blended with energy, a touch of creativity, and the conviction that a community needs to know about its college, make external public relations activities rewarding.

PUBLIC RELATIONS SERVICES

Several types of services are offered at community colleges as part of the overall public relations program of the college. Some of the services offered at one college as a public relations project are offered at another college as a community service project. Most colleges tend to have both public relations and community services and continuing education programs,

and in some cases the services offered in these areas overlap. Some of these services are described below.

Faculty resource center

The faculty resource center is a service you can offer to public schools, clubs, community organizations, and any interested citizen of the community. The "center" is not necessarily a speakers bureau, but rather a resource file of available experts in various fields who can assist on projects, in class discussions, or with individual tutoring in the area of their expertise. The services of the faculty resource center might spill over into the functions of the community service and continuing education programs of the college. Clearly define this service before you develop it into a part of the public relations function.

To organize a faculty resource center, survey the faculty. When all of the questionnaires have been completed, establish a cross-referenced file card system so that you can easily identify those with expertise in specific areas. You can develop a more sophisticated file system with data processing systems.

Once you have identified the resource people, distribute a list to the schools and organizations the college serves. Include a brief description of the person's background and expertise and mention availability. Send press releases about your resource center to schools and local newspapers.

Speakers bureaus

Most colleges have devised some system of furnishing speakers to the community upon request. The methods vary greatly. Some have an organized program as part of their public relations department; others have an unorganized method or respond to sporadic requests through the president's office or through one of the deans' offices.

Of the colleges that have an organized program as part of the public relations program, some have established a program designed for the president and one or two other members of the college to speak to various publics in the community. These include leading civic clubs, community councils, political groups, and any of the other opinion- and decision-making groups in the community constituency of the college. The program includes the use of visual aids (slides, graphs, charts, overhead projections) designed to reach each desired audience.

At other colleges, faculty and administrators are listed as members of a speakers bureau and respond to requests, through the public relations office, when the college is called to furnish a speaker. Many colleges encourage community organizations to invite speakers from the college to address their organizations. They send a brochure that shows the speakers and lists their background. And they send a letter to the community clubs and organizations twice a year suggesting that the club arrange to have one of the speakers from the college as their program lecturer.

Still another type of speakers bureau you might consider is a student speaking team (or student public relations team) that goes into the high schools and before P.T.A. groups to talk about the college. When these students are well trained, well groomed, and enthusiastic, they can reach audiences that the faculty, administration, or counseling staff of the college could never reach.

Meetings

As part of the public relations program of many colleges, meetings held by outside groups on campus are a valuable method of acquainting the community with the college. On some campuses arranging for and hosting outside groups is a function of the community or student services program. At other colleges, the president or delegated representative handles this function as the need arises.

If your institution is deciding whether to let outside groups meet on campus, consider the purpose of the meeting, the nature of the group requesting facilities, and the benefits that the college may derive from the meeting. Scheduling may not be your responsibility, but it is a public relations function. If it's one of the responsibilities of your public relations office, keep an accurate monthly calendar, a room schedule, and proper forms in your office so that you can make necessary arrangements efficiently.

Participation in community activities

Your college might find it advantageous to be involved in community activities such as local fairs, community festivals, parades, community celebrations (centennials, Fourth of July celebrations, Christmas pageants) and other activities. Participation in community events and activities should be considered a public relations function.

Special events

All colleges become involved in special events from time to time. These include open houses, dedications, anniversaries, cultural activities, presidential luncheons, and dinners. From the Maryland study we know that the degree of involvement varies from college to college, but various special events fall under the public relations function at one time or another.

Community colleges in Maryland sponsor a yearly major event that is called Community College Week. During this week, campus activities already on the agenda are designated Community College Week events. Colleges hold open houses and the PR offices distribute a tabloid newspaper to area high schools.

The colleges send letters, including a copy of the Governor's proclamation, to editorial writers of metropolitan and local newspapers suggesting that the proclamation be the subject of an editorial. Several distribute placemats to area restaurants with limited success. Others send representatives of their faculty speakers bureau to area civic groups to talk about the college. Some send faculty visitation teams to all local high schools for informal discussions with students. These activities are planned, coordinated, and carried out primarily by the public relations staffs.

Open houses. These generally are held in conjunction with some other major activity, i.e., Community College Week, commencement, and so on. At most institutions, the organization or agency sponsoring the major activity also coordinates the open house. In all cases, public relations personnel handle publicity. Several colleges schedule an open house (or College Preview Day) during semester break when all facilities are open. Faculty members are free to discuss their programs and student tour guides are available.

A few colleges note that paid spot radio announcements are most effective as a publicity method. Other promotions include:

standard news and radio releases

posters distributed to libraries, high schools, banks, and posted on campus

mailings to alumni

Convocations. Public relations staffers publicize and ensure media coverage for these events. For any major convocation, a college committee consisting of students, administrators, faculty members, and public relations personnel plans, coordinates, and carries out the event.

Some aspects to consider in planning are:

1. Selecting a site.
2. Choosing a speaker.
3. Developing a program of events (music, etc.).
4. Writing letters of invitation to community leaders, influential citizens, education personnel, and so on.

Areas of special concern to public relations include publicity (and all the various methods therein), photo coverage, and program printing.

Commencement. Preparations for commencement correspond closely to those made for a convocation. The most effective system seems to be through the committee method outlined above.

Special concerns of the committee, which delegates specific responsibilities to the most appropriate office, include:

Printing of programs, diplomas, and invitations

Publicity

Ordering of caps and gowns

Distribution and collection of caps and gowns

Marshalling of processional

Set-up of facility

Reception

All areas considered under "convocation"

In general, public relations handles publicity, printing, photo coverage, and media liaison.

Special lecturers. Arrangements for outside lecturers, performers, exhibitors, and others are frequently made by:

1. The student government association.
2. Faculty members or division heads.
3. Community services and continuing education offices.

Only occasionally does the public relations staff initiate such activities with the assistance of a college committee.

Generally, public relations coordinates:

1. Publicity.
2. Program printing, if needed.
3. Media coverage and photographs.

Miscellaneous activities

Anniversaries. The public relations office usually carries out the following tasks:

1. Production of the special anniversary publication.
2. Printing and distribution of the president's or keynote speaker's anniversary presentation.

Community leader briefings. Some colleges find it particularly valuable to schedule high-level briefings for VIPs in the area. They carefully select the guests they invite to any one briefing. The briefings are preceded by either refreshments or a luncheon or dinner. The primary briefings are held by the college president who is assisted by members of the faculty or administration. Time for discussion is also planned in advance. The public relations office does the following:

1. Recommends scope of briefing to participants.
2. Checks details of facilities.
3. Dispatches and acknowledges invitations and serves as overall events coordinator.

The value of this type of event is difficult to measure. However, keeping influential members of the community informed and involved helps gather support for the college.

Displays and exhibits. There are several basic questions you should ask before you create a display:

1. What, exactly, is the message you are trying to communicate?
2. What is the best way to put that message across?
3. How can you get people to stop and look?

Keep it simple. Don't use too much copy. Use large blocks of colors, preferably bright ones. Use motion wherever possible--consider mobiles, for example. Backlighting color transparencies are almost as effective as filmstrips or slides.

Try out an exhibit on your own campus before taking it on the road. Faculty, administrators, and students might provide honest reactions and suggestions that could be helpful.

If possible, find out what your competitors are doing. A sound program, effective alone, might be a complete bust if competing with another audio presentation nearby.

Opportunity for "call-in" telephone messages is an unusual and sometimes effective gimmick.

A blow-up of regular typewriter type, shot in the negative and superimposed over colored zippitone, can provide interesting labeling or copy.

Modular exhibit units help you avoid the problem of constantly having to watch an exhibit so that components won't be stolen. An unmonitored exhibit usually will not remain intact for very long.

Ask your undergraduates for their ideas. Where students or prospective students are the market you're trying to reach, allow students to "tell it in their own way."

Compile an inventory of agencies that might be willing to work cooperatively, for example a TV station.

Audio-visual booth. Consider acquiring an audio-visual booth, either for yourself or as a joint effort with another college. Use it as a traveling "phone booth," with sample lessons of one kind or another presented through media instruction. You could program it to attract the young person just out of high school or to show the older person that he or she still fits into the education picture. Once "hooked," the viewer would be likely to investigate enrollment possibilities further.

CHAPTER III

INTERNAL PUBLIC RELATIONS

An effective public relations program begins at home. The students, faculty, administration, and support staff of the college are potential representatives of the college in the community. In order for them to function well in that capacity, the PR program must inform them of current happenings and events at the college. Even more importantly, they must have positive attitudes about the institution.

SYSTEM OF COMMUNICATION

Do not depend on the grapevine to ensure that internal publics are aware of what's going on inside the college. You should have an organized system of communication. To maintain contact with administration, faculty, and staff, publish a frequent bulletin that includes highlights of news releases as well as news items pertaining to persons well-known to the group. The news bulletin may be less formal in style than the regular copy sent to various media. Solicit contributions from the faculty, administration, and support staff. Consider creating a clip-book, and send copies of press clippings to key people in the organization. Supplement the bulletin or clip-book with a bulletin board displayed in a prominent place to serve as an important means of two-way communication. Where practicable, particularly in the instance of small colleges, the bulletin board should include information pertaining not only to faculty and/or administration, but also to support staff. One large board, perhaps divided into three parts, lends a greater feeling of community than do two or three separate ones at various locations in the college.

Monthly calendar

In addition to a bulletin and bulletin board, distribute the monthly calendar intended for external publics first "at home." Of primary importance on the distribution list is the receptionist or chief switchboard operator if he or she answers most incoming calls. It is important that key people also receive copies of news releases describing scheduled events, because they will frequently be called upon to supply necessary information at a moment's notice to visitors and callers. A well-informed, responsive receptionist is a far superior publicity medium than one who must contact a variety

of offices prior to responding to visitors' or callers' questions. In fact, first impressions of the college on a caller or visitor are enormously important. A simple, forthright directory, or an easel announcing the day's events, impress and inform both internal and external publics.

Another possibility for the transmission of information internally is a "dial-the-day's news" set-up. Establish a special phone number with a recording that repeats the college news of the day. Don't forget to update it daily.

A current address list adds to the feeling of unity in the college community. If you don't have time to keep addresses up-to-date, be sure to assign the job to someone who does.

Reporting policy decisions

Notices of current events are only one type of information the alert PR person disseminates. You should also understand and clearly transmit those decisions passed by the board of trustees that affect the entire college community. Arrange the communication network at the college into channels, through department heads, for example, which guarantee that news reaches each member of the internal public. Perhaps you could persuade the president of the institution to send a memo or announcement regarding policy changes to the deans or officers, with a directive to continue the flow of information. Welcome questions either privately or in a general meeting, for clarification purposes. Make available a presidential spokesperson to clarify information supplied by the college bylaws and catalog. The PR person could serve in that capacity or help in the effort.

Bringing students into publications

The good will of students is of invaluable assistance in a public relations program. So that they may be well informed, route a copy of everything produced for the media or general public to the student government association and the student newspaper editor. Conversely, encourage the student organizations to submit news to the college-wide bulletin. They should send to you all news they wish to bring to the attention of the faculty, administration, and support staff.

In your efforts to create a free flow of information, don't stop at the written word. Students who have access to the administration, faculty, and staff of a college for verbal exchange of information are far more likely to serve as

effective PR emissaries through word-of-mouth contacts. Urge administrators and faculty members to make themselves available to students.

Give whole-hearted support to student activities, internally as well as externally. This is particularly important in cases where the PR office controls publications, posters, and flyers that may be produced for the students. Also, help create financial aid and general information brochures and guides for students on campus.

Informing the board of trustees

Very important among the internal publics with whom communication is essential is the board of trustees. Keep board members informed about all events at the college. The regular board meeting is a prime time to distribute PR packets containing samples of brochures, flyers, and the calendar of events. It is also an excellent opportunity for personal contact with board members concerning recent events, such as popular programs or exhibitions. Send a newsletter prepared for "special friends of the college" to the board, as well as to advisory council members. Include mention of accomplishments by faculty members that also appear in the media (be sure to send the faculty member a copy!), developments in curriculum planning, registration reports, institutional data, achievements, and progress reports.

CREATING A POSITIVE INTERNAL CLIMATE

Communication alone, however, is not enough. It is important that a positive climate exist within the institution itself, so that members of the college community are naturally disposed to speak well of the college. A comprehensive orientation system for administration, faculty and staff, as well as for students, is of utmost value. This could be an annual event to coincide with the beginning of the fall semester. Although the PR person does not ordinarily assume the responsibility for such programs, it is vital that he or she encourage the planning of all orientation sessions and assist in their design. This involvement may avoid development of a tedious, lengthy, ill-will producing program. The media center can be invaluable in helping produce a dynamic introduction or re-introduction to the college for administration, faculty, support staff, and students.

Make manuals, handbooks, and general "how-to" instructions available to everyone joining or returning to the staff,

stating expectations, responsibilities, and specific information regarding policies and procedures. In-service training programs are also extremely beneficial in developing a sense of community, and the PR person should encourage them for homogeneous groups, particularly the support staff.

In summary, the best strategy for the development of an effective PR program is to depend on internal sources of support that have been strengthened in understanding and enthusiasm through your efforts. By keeping the channels of communication open, and by fostering a true esprit de corps internally, you will be creating an environment that will be reflected externally again and again.

CHAPTER IV

ALUMNI RELATIONS

Every community college must decide whether or not to have an alumni program or a formal alumni association. However, don't delay communication with alumni while you're deciding. You are relating to a most important public--the satisfied student--who, if kept informed, is your college's greatest ally. How formal the relationship will be depends on the role your college plays in the community. Is it primarily a transfer institution? Is it career-oriented? Is the college a focal point in the community? Remember that students who go on to another school to take the bachelor's degree have a greater allegiance to the four-year institution. But those who continue to reside in or who return to the community to live are more likely to think of their community college as a focal point of their educational experience. This is an important consideration in community college alumni relations.

Who are the alumni?

Do not consider only those who have received a degree from the college as alumni. Consider all former students, regardless of credits earned, as alumni for purposes of alumni privileges, invitations of a general nature, and recruitment of alumni support for college activities or projects.

Practically speaking, it is virtually impossible for an alumni office to keep track of all students who have attended the college. Therefore, mailing lists are generally restricted to actual graduates or those who have specifically asked to be sent material. They receive fund solicitations, questionnaires, and alumni publications. The PR director with responsibility for beginning an alumni program might prefer dealing with "only graduates," at least in the first stages of operation.

How do you find alumni?

If you find yourself responsible for starting an alumni program from scratch, the matter of locating names and addresses becomes your first major task. If it is the graduates only that you want, then the registrar's files are the best place to go. Sometimes the graduation roster or program is the only way to locate graduates by class. If you are trying to locate all former students, the job is more difficult. Annual or

semester rosters, if published, are helpful. A high percentage of addresses are listed in local telephone directories. It might be most practical to work on the local addresses because these residents are the ones who could do the most for the college.

You can handle verification of addresses for both graduates and former students via a first class letter to the alumnus. Include a well-reproduced letter on college stationery with an original signature, a reply form, and a pre-paid envelope. A letter of poor quality may end up in the waste basket. Ask representatives from different classes to sign these letters. You might even persuade such volunteers to help you track down alumni from a specific list of former students.

Needless to say, letters are not the only way to confirm or secure addresses. Radio and newspaper publicity asking graduates and former students to contact the college will stimulate both interest and response. As the organization evolves, use the new alumni publication as a means of obtaining additional addresses and address changes as they occur. In addition, several commercial operations exist that can trace lost addresses or that will complete the search and produce a printed directory of alumni.

An alumni program

A formal alumni association is not the only way of getting alumni support for the college. The association should be the extension of a comprehensive alumni program. You must cultivate the continued interest, support, and willingness of alumni to sell the school to others. Alumni are a readily accessible audience with a great deal of personal knowledge about the college. Keep them informed about what is happening and in what directions the college is moving.

Don't underestimate the capacity of alumni and former students to provide direct support. As a community college matures, these people mature and become more influential. They could play roles as members of the board of trustees, as members of college advisory committees, or in other positions directly associated with the college. Indeed, many community college graduates are now serving as trustees, advisory personnel, faculty members, and elected government officials. Participation by these alumni in local and statewide political and legislative matters become a great asset to the college. Their influence on people enrolling and supporting the college should contribute to strengthening the college. And, although financial support is not a primary concern of a fledgling alumni program, many graduates do make contributions.

The alumni association

Alumni associations in community colleges are a relatively new development. You might start such an organization as a direct development of the college's alumni program. Experience and experimentation will determine what works for you. At the present time most four-year college alumni efforts are directed toward fund raising, and although many of the same organizational and promotional methods are applicable to the community college, the funds to execute them may not be available. Community college public relations officers should recognize that an alumni association is a part of their public relations effort and should provide the necessary promotional funds. The growth of an alumni association might be slow and time-consuming in the beginning. Establish an objective of adding a set number of new names and addresses of active members within a specific time period. Base the decision to go all out for a formal organization on the results of a survey to determine interest.

In any event, you should establish some sort of formal organization, even though it might be only in name. If nothing else, it gives the semblance of cooperative effort and not the appearance of a purely self-serving organization for the college. In establishing this formal organization, call upon alumni who are known community leaders and seek out the dedicated workers. In this group include past campus leaders such as student government officers, athletes, newspaper editors, and so on.

How do you organize an alumni association?

The initiative for organization may generate from within the college, but not necessarily. If the college is the organizer, the public relations department might well have the primary interest because the mission is to provide information and develop support.

Start organizing with the graduating classes. Prepare and disseminate rosters to interested participants to establish class spirit and bring forth leaders. Encourage campaigns to locate missing persons through organized telephone calling and neighborhood meetings. A small and enthusiastic nucleus can frequently do far more than a large unmotivated body of individuals.

How do you motivate the organization?

Once you have a roster of individuals and have formed an organization of some sort, try to develop momentum. Communicating information to those on the roster is a role of the public relations office. This function is part of the alumni program and serves to motivate the association.

An alumni publication of quality should be your primary objective. You may not produce a voluminous publication, but it must be well prepared, informative, and mailed on a regular schedule whether once a month, quarterly, or once a semester. Send other regular college publications to alumni. Alumni should receive some sort of information from the college at frequent intervals to serve as a reminder that the college knows who they are and considers them important.

Publicity for an organization is always important because everyone wants to belong to something that is recognized. Although media publicity may be difficult to obtain, there are events, such as the election of officers, that do make news. You can get publicity for the organization within the college by including members of the alumni as participants in college events. This serves not only to publicize the organization within the community, but also to publicize it to students who will be future alumni. Natural events for college participation are convocations, homecomings, and commencements. Include alumni members on advisory committees and in dedication ceremonies, community conferences, anniversary celebrations, and similar events that involve the community. Providing the alumni with preferential access to such facilities as the library and athletic areas will motivate interest and support.

Building funds and files

Money is always a concern in establishing an organization. The natural question that arises is: Should the organization be self-supporting, or should it be a college operating cost? There is little doubt that to get underway, to make the initial search for addresses, and to cover the related mailing and printing costs, the college must assume financial responsibility. However, contributions from dues or annual gifts do tend to establish greater interest and participation in four-year colleges. How applicable this experience is for the community college is not yet clear. This is an area in which each college, with alumni guidance, must make its own decision. It would be regrettable, however, if alumni were excluded from mailing lists solely because they failed to contribute financially. Keep in mind that it is to the college's advantage to

have informed alumni even more than it is to the alumni's advantage to have information about the college.

Establishing and maintaining files is at best a tedious task. The use of data processing equipment to help maintain rosters and prepare mailing labels can be very helpful once a viable organization has been established. But for the newly-formed alumni association, the use of address card indexes is almost indispensable. You should maintain address files in at least three ways: alphabetically, by class, and by zip code. The latter is essential for bulk mailing. It is also helpful to include a married alumna's maiden name on her address label. Coordinate with the college record office. You should share address changes and obtain current addresses when alumni enroll for additional courses or when other members of their families enroll.

The PR director's role

While the PR department might naturally assume the responsibility for alumni publications and association organization, there is also a role for the PR director in the function of the association--whatever its size--once it is established.

The alumni association might naturally "roost" in the PR office. It often serves as home base for association activities, membership mailings, ticket selling, project research, and so on. The PR director who also has alumni responsibilities might fall into the position of unnamed and unrewarded alumni executive director. In such a position, the PR director can lead when leadership is needed, coordinate alumni projects with appropriate segments of the college, and garner support from within the college for alumni projects. It becomes then the PR director's responsibility to coordinate and separate, when necessary, the alumni program and the alumni association.

Activities of an association

Once organized and once motivated, alumni in community colleges can serve the college and the alumni in various capacities. They can sponsor scholarships; host receptions or dinners for students, graduates, and faculty; participate in special campus events; present awards to outstanding alumni; contribute funds to college and student projects; and honor retiring or outstanding faculty. The alumni association becomes a functional link between the college and its former students.

CHAPTER V

THE PUBLIC RELATIONS OFFICE

A public relations office, like any other office, has its particular resource material and equipment needs. Resources, consistently maintained, place details and data at the fingertips of the PR director who wants to provide effective communications.

THE PUBLIC RELATIONS LIBRARY

Standard national, state, and local publications that provide valuable reference resources include:

General

Webster's Third New International Dictionary--Unabridged: The Great Library of the English Language. G. & C. Merriam Company, Springfield, MA. 1976.

Roget's International Thesaurus, fourth ed. Thomas Y. Crowell & Company, New York, NY. 1977.

Bartlett's Familiar Quotations, 15th ed. Little, Brown and Company, Boston, MA. 1980.

Guide to Academic Protocol, Mary K. Gunn. Columbia University Press, New York, NY. 1969.

Effective Public Relations, Scott M. Cutlip and Allen H. Center. Prentice-Hall, Inc., Englewood Cliffs, NJ. 1978.

Newswriting and Reporting Public Affairs, Chilton R. Bush. Chilton Book Company, Philadelphia, PA. 1970.

Encyclopedia of Associations. Gale Research Company, Detroit, MI. 1980.

Government Printing Office Style Manual. Government Printing Office, Washington, DC. 1973.

Media references

Editor and Publisher International Yearbook, 850 Third Ave., New York, NY 10022. Annually.

Ayer Directory of Publications, Ayer Press, One Bala Ave., Bala Cynwyd, PA 19004. Annually.

Broadcasting Yearbook, 1735 DeSales Street, N.W., Washington, DC 20036. Annually.

The Associated Press Stylebook, 50 Rockefeller Plaza, New York, NY 10020. 1980.

National and state publications

Congressional Directory, Government Printing Office, Washington, DC.

Education Directory, U. S. Department of Education, Government Printing Office, Washington, DC.

National Zip Code Directory, U. S. Postal Service, Government Printing Office, Washington, DC.

AACJC Directory and Publications List

State and local community college directories

Local publications

State and County Legislative Directories

Public School Directory

Business and Industry Directory } often available from
Agency and Organization Directory } Chamber of Commerce

PTA Directory

City and Street Directory

College publications

Catalog

Academic calendar

Faculty-staff directory

Student directory

College budget

Financial report

President's report

Student handbook

Policy and procedures manuals
Minutes or reports of board of trustees
Advisory committee rosters
Alumni association directory
College newspapers
Enrollment data

THE PUBLIC RELATIONS FILES

Maintaining detailed files of resource information is basic to the support of a public relations program. Here are nine major categories:

1. Information and media release forms. Distribute information/media release forms to those within the college responsible for requesting and receiving information for news items. Ask for date, time, place, location, persons involved, program sponsor, purpose, and so on. At the beginning, you may receive little response, but if you periodically remind the faculty and administrative staff that they are your news source, they will become aware of their responsibility to keep you informed.

2. Faculty and staff biographies. When your faculty members are not actually making the news that comes out of your office, they may be in positions to comment on the news being made. You should have comprehensive biographies on hand for any occasion and you should keep them up to date. Ask your faculty and staff to complete a form that requests information on:

colleges attended, location, degrees earned;
published books or papers;
membership in professional, fraternal, civic organizations;
prior educational/professional/employment experience;
names and addresses of parents, spouse, children;
history of committee assignments, promotions, special honors at the college; and
special (hometown) papers or professional journals to which a news release might be sent.

Ask for a photograph for your files.

3. Student roster. You'll need a data-systems printout in order to verify the spelling of student names and home addresses for use in news releases.

4. Photographs. It is essential to develop and maintain a file of photographs about the college, its campus, and the faculty and staff for news releases, college publications, and to meet requests of editors.

5. Statistical data. Enrollment figures and other statistical information about the students form a basis for many news releases and are vital for responding to the media. The office of institutional research and the registrar are two primary sources for data to build a ready-reference file.

6. News releases. When you write a news release, create a file with the back-up material you used in its preparation. These files are your records for the media and are valuable in developing future stories.

7. News clippings. What actually gets into print is more important than what you sent as a news release. Collect the clippings to get a feel for editors' styles, to let key members of the faculty and administration know what is getting into print about the college, and to show how well you're doing your job.

8. Budget documents. The media generally expects the PR director to respond to budget questions. Therefore you must have a file of the college budgets. In addition to the overall budgets, develop files to cover your office expenditures; these records will help you prepare future budgetary requests.

9. Catalogs and yearbooks. When preparing news releases or providing general information, you'll need records of your institution's past history. Catalogs and yearbooks are an excellent source.

MAILING LISTS

Contact with the community through direct mail is a valuable PR function. It frequently produces a greater response than advertising, news releases, posters, and other publicity combined. Such a program, however, requires the maintenance of current and segmented mailing lists.

Types of lists. Suggested categories of mailing lists in addition to those of the media include:

- Alumni
- Civic and community service organizations

Churches
Libraries
Business and industry
Professional and trade organizations
High school counselors and principals
PTAs
Elected officials--local, state, and federal
Scholarship sponsors
"Influential Citizens" and "Friends of the College"
Advisory committee members
Participants in former college programs

Compilation and updating. The sources for mailing lists vary according to community. Some local and most county, state, and national organizations publish annual directories. Chambers of Commerce in some areas also compile lists, particularly of business and industry and of professional and trade organizations. In addition, there are PTA lists, church directories, and so on. Ask about them.

Obvious sources of mailing information lie in the yellow pages of the telephone directory. Use of student help to compile addresses--both for new entries and to check and update--may be worth the expenditure. Some post offices will also make records available for copying at a small fee.

In metropolitan areas, there are agencies that provide mass mailing based on zip code areas and select categories of businesses. These sources can cover all or segments of the entire population of the county or region. Cost for such service is approximately \$.01 to \$.015 per piece.

To update lists of organization presidents, do an annual solicitation. Use a two-part card mailed to the current addressee, and ask for return of the name and address of the new club president, program director, or person in charge.

To update a standard file of addresses, such as alumni or influentials, it is worthwhile to put on the envelopes, at least once a year, the statement "Return Postage Guaranteed--Address Correction Requested." This will provide address changes on record with the post office. There is an additional cost for this service and you will be charged for return postage.

Distribution through students in the public school system can be used in some areas. Elementary schoolchildren are more likely to take mailing pieces home than those in secondary schools.

EQUIPMENT

The type of equipment you'll need in your office depends somewhat on what other equipment is available to you from within the college. You needn't be completely self-sufficient, but you'll save time and increase efficiency with certain special equipment in your office.

1. Typewriters. We recommend that you have at least two typewriters: a proportional-spacing typewriter for preparation of correspondence, news releases, general office work, and certain camera-ready copy for printing; and a standard typewriter with 10 and 12 pitch capability and a wide selection of typing elements for preparation of camera-ready copy.

2. Addressing equipment. A wide variety of addressing machines are available, but it is important to have a piece of equipment that can be operated by anyone in your office. Features to look for when purchasing or leasing these machines are: ability to prepare address cards, an uncomplicated filing system, easy operation of the equipment, and a minimum of cleanup afterwards.

3. Rubber stamps. These are minor items but important and time saving when mailing news releases and photos. You should get stamps that read:

NEWS RELEASE (for the outside of envelopes mailed to newspapers);
PHOTO Do Not Bend (for the outside of envelopes containing photos);
RELEASED BY: Public Information Office, your address (for the back of photos released to the media);
PLEASE RETURN TO: Public Information Office, your address.

4. Recording devices. It can be a great asset to have two telephone recording devices. One receives inquiries 24 hours a day, seven days a week. You can respond to questions immediately by monitoring it during the day and by writing to those who leave messages nights and weekends. Another device can provide messages to any caller 24 hours a day about events at the college.

A variety of equipment is available for purchase or lease. However, since there appears to be a legal requirement for a special junction box to connect such equipment to telephone lines, you should check carefully current regulations.

5. Reproduction equipment. You can reproduce news releases with an ordinary mimeograph machine. Although you may want

more sophisticated offset equipment, keep in mind that it requires a skilled operator.

6. Mailing equipment. It is important that you move your mail quickly. If you do not have a college mail room to do the actual processing of mail you will need simple equipment to collate, fold, insert into envelopes, and seal and stamp letters. Keep an emergency supply of postage stamps.

7. Slide projectors. The type of equipment you will need depends largely on the sophistication of your presentations. You will probably want to purchase a sound-on-slide system.

8. Literature racks. To give visibility to printed information about the college, both on campus and in the community, you'll need literature display racks. A variety of light-weight, inexpensive, and attractive racks are readily available.

9. Display units. Displays that can be left unattended in public places save time and money. If well-executed, they attract favorable attention. For this purpose get units that are portable and yet sturdily constructed.

10. Cameras. At a minimum, you'll need a 35mm camera with interchangeable lenses for news photos and photos for college publications. In addition, have an instant-picture camera on hand, particularly for portrait shots for college publications and when immediate news photos are essential. (See chapter VI.)

CHAPTER VI

PHOTOGRAPHY AND VISUAL COMMUNICATIONS

Society today is becoming more picture-oriented than word-oriented. When pictures and words appear simultaneously in any form of communication medium, it is the picture that you see first. Use a picture, visual graphic, or a combination of visuals to create impact and grab attention. Then you can communicate the total message you are presenting.

People everywhere are being bombarded continuously by various advertising, information, and communications messages. Therefore, to compete in the marketplace, you must develop an image of your college that has impact. Visual graphics are an important part of the total communications package.

The chief photographer has to be you!

Ideally, public relations offices of community colleges should have access to the services of a professional college staff photographer or the photography staff of the photography program, if there is one within the college. In practice, this often does not work out. Academic photographers are too busy with their own teaching programs to schedule public information assignments when you need them.

While the best solution would be to have a full-time professional photographer assigned to your office, few community colleges can afford that kind of staffing. Many community college public relations offices are "one-man/woman-band" operations, receiving some assistance from supportive, secretarial, or clerical staff.

Yet it is essential that the public relations office have the capability to acquire pictures on short notice. You must provide pictures with news releases; obtain visuals for use with advertisements, newsletters, brochures and other promotional material; and keep photographic files constantly up-to-date so that they don't become obsolete. Media centers frequently provide those services.

However, there are times that you have to get into the picture-taking and -making business. You must have access to a good camera, different lenses, a flash, and other accessories as they are needed. You'll also need a system to develop film quickly and get contact proofs so that you can obtain photographic

enlargements immediately. If services and facilities are not available on the campus, you might consider professional processing or the use of professional free-lance photographers.

CAMERAS AND EQUIPMENT

With cameras, their accessory lenses, electronic flash, and other photographic accessories becoming more automatic all of the time, it is relatively easy for public relations officers to learn how to take properly exposed pictures that have good quality. The handling of modern 35mm single lens reflex cameras requires some care and patience with attention to detail. Get access to the following 35mm single lens reflex equipment:

1. A 35mm single lens reflex camera with built-in light meter.
2. A medium length (100mm) telephoto lens (for portraits, tight head shots, and tight group pictures).
3. A wide-angle (28mm) lens (for congested areas, small conference rooms, and the like).
4. An automatic electronic flash.
5. A good tripod (for low lighting conditions and time exposures).

Beyond the basic equipment just mentioned, you can add the following equipment to a good 35mm camera system if public relations needs require it:

- a more powerful telephoto lens;
- filters for control of contrast and to correct for color pictures;
- photo copy equipment;
- equipment to make close-ups and macro-close-ups of small objects.

Store all of the equipment mentioned in a small gadget bag that you can easily carry.

Instant-image cameras have the obvious advantage of speed for photos to accompany news releases. They also give you a second chance for retakes while participants are still assembled. Most instant-image pictures are poor substitutes for pictures of quality that are produced by a 35mm camera. Generally an instant-image picture is too small, while the image produced

with a conventional camera is a negative that allows any number of duplicates to be made of any size that is desired. Sometimes a tight head-shot can be made quickly with an instant-image camera, but without a negative the question of duplicate pictures and how to obtain them always comes up.

Modern automatic 35mm camera systems, which are both small and readily portable, are the best choice for any PR work. The regular negative allows for reuse, enlargement, screening, and cropping, for multiple uses.

PICTURE SOURCES

1. Faculty and staff members. Those who have photography as a hobby may be willing to take pictures of a special project, especially if the college has the facilities to develop the pictures.

2. Students who are enrolled in the photography program. The possibility of having one or more students do a photography project for independent-study credit, or using students on a work-study basis, can provide a source for photographs.

3. Professional photographers. Large scale photography projects, involving the preparation of a catalog, president's report, an exhibit, a major event, and so on may require the services of a professional photographer. If you have provided good in-house photography arrangements, equipment, and facilities, proper planning should hold the costs for outside photographic sources to minimum.

4. Newspaper photographers. If college public relations officers maintain good relations with the local news media, they should be able to secure the services of their photographers to cover major news events on campus. Many newspapers will agree to cover such events as commencements, dedications, and special awards presentations. Often you can obtain duplicates of these pictures from the media for other use and for your files.

5. The audio-visual department or learning resources center. These departments may provide photographic services for special projects, such as the preparation of exhibits, slides, films, and sight-sound presentations.

PHOTOGRAPHIC FILES

Establishing and maintaining a photographic file about the college, its faculty and staff, its special equipment and facilities, its campus, and other features should be a priority of your community college public relations office.

Once its original purpose has been served, don't relegate the publicity photograph to the wastebasket. Record significant events of college history in pictures and file them in the archives. This task most often falls to the public relations office because no one else is doing it. Such files are valuable when contrasts need to be made between "old and new," when commemorating an anniversary, when tracing histories, and so on. Label the pictures by date, event, subject, names of persons, and location before you forget the information.

More current shots, if carefully labeled and filed, can serve multiple purposes. Today's news releases can find a spot in the president's report, catalog, program brochure, or schedule later. Check for obsolescence because of changing hair fashions, styles, or terrain to keep the pictures from being dated.

Organize three types of photographic files:

1. Negatives filed with their contact proofs, catalogued by date and subject, so that they can be identified later for making duplicate pictures, enlargements, and exhibits.
2. Finished prints, dated, but filed by subject.
3. Slides filed by date and subject.

Tips for good photographs

1. Make many close-up, tight head-shots of students and staff, pictures which emphasize the central subject and eliminate foreground and background clutter.
2. Move closer to the subject to make a just so-so picture situation more interesting.
3. Make picture situations "live" or "busy," if possible.
4. Candid picture situations are more appealing than posed or staged ones.
5. Everyday campus activities often are more interesting than planned ones.

6. Always identify the people appearing in a photograph.
7. Never submit a picture for publication that is too dark, too light, out of focus, or lacking in contrast.
8. Crop photographs liberally to get special effects when needed.
9. Take many pictures of campus buildings, views, interiors, and serial shots for your archives.
10. Follow an experienced photographer's advice. His or her judgment of exposure, lighting, position of subjects, and so on is probably the best.
11. Dare to be original! Look for the unusual or off-beat picture. It could add impact to some visual presentation.

Displays and exhibits

Any exhibit or display has to be visually stimulating or it is not worth putting up in the first place. Displays and exhibits require the inclusion of visual "grabbers" to reach the audience.

Colleges are paying more attention to visual displays for use as a public relations medium. Many colleges now are setting up special displays and exhibits, both temporary and permanent, in shopping malls, at special fairs and festivals, in store windows, and in mobile units of some kind.

CHAPTER VII

PRINTING AND LARGE-SCALE DISTRIBUTION

Publications are required to support any college public relations program. The direct involvement of the public relations director in the preparation and distribution of publications varies from institution to institution. It ranges from complete responsibility for all publications to only general coordination of those in direct support of a specific public relations effort. Institutions' printing capabilities also vary from having almost all printing done in the college's facilities (exceptions: catalog, tabloids, and special publications) to having all printing done by vendors outside the college.

Each institution will have to examine its individual resources to determine the extent of public relations involvement in producing publications. Here are the pros and cons of the various choices:

PUBLIC RELATIONS TAKES RESPONSIBILITY FOR ALL PRINTING

Pros:

- * Uniform standards of design for all publications
- * One institutional image in all publications
- * Establishment of priority if printing facilities are limited
- * Simplified budgetary analysis of all printing requirements
- * Efficiency in coordinating with printer
- * Economy resulting from experience in preparation of specifications and processing

Cons:

- * Less PR interest in the preparation of promotional material
- * Larger PR staff required

ALMOST ALL PRINTING IS DONE IN COLLEGE FACILITIES

Pros:

- * Closer liaison with printer
- * Quick response for small-run printing
- * Work-study opportunity for students

Cons:

- * Large capital investment if most of the normal printing requirements are to be met
- * Prohibitive cost of paying printer's wages unless you are using them all the time
- * Limited flexibility as to priorities because long-run printing jobs preempt almost all other work
- * Higher overall costs unless there is full utilization of all equipment and personnel at all times

OFFSET DUPLICATING DONE IN COLLEGE FACILITIES

Pros:

- * Better quality than mimeographing
- * Quick response for duplicating jobs

Cons:

- * All but the simplest duplicating jobs require sophisticated equipment and skilled operators
- * Administration officials and faculty may be disappointed that limited equipment cannot produce greatly varied and high-quality results

ALL PRINTING (NOT INCLUDING DUPLICATING AND COPYING) DONE BY
COMMERCIAL PRINTERS

Pros:

- * Minimum investment in equipment, supplies, and personnel by the college
- * Great flexibility in means, quality, and types of reproduction
- * Possibility of having many different jobs in process simultaneously

Cons:

- * Less immediate response for basic printing
- * Increased cost per job (if cost of equipment and personnel is not included)

The value of centralization

In these days of tight budgets, there is a payoff in centralizing printing control and the related budgeting for printing: Expertise can save money. Gone are the days, at least for most colleges, when much of the publication preparation was turned over to some outside expert by anyone in the college who needed a job done, whatever the cost. To save money, more and more colleges now assign publications responsibility to their PR officers, making them the inside "experts" who are expected to know how to do it all for anyone who has a job to be done. Furthermore, colleges expect PR personnel to plan the budgets for all that is going to be done.

This brings us to a basic problem in any publications budget: What printing must be done? Institutions operate differently, but many are achieving the greatest economy by making everything that is going to be printed come under central control. Regardless of whether printing is done in-house, or if some is in and some out, or all is out, central control can still get the most for the money. Undoubtedly, it creates the best image of the college as far as publications are concerned.

In every institution there are publications about which everyone is aware: catalogs, class schedules, admission applications, registration forms, theatre programs, parking stickers, and so on. But there are also bid forms, purchase orders,

payroll adjustment forms, traffic ticket books, disability leave forms, and hundreds of other printed pages that seem to come out of the woodwork. Forms are everywhere, but the first we hear about many of them is when they need to be reprinted and no one thought to budget for them. So, if you are given the responsibility for all publications, start your inventory immediately. Ask everyone to produce a copy of anything they have had printed in the past, and ask them also to project in as much detail as possible anything they will require in the next fiscal year.

Do not ask everyone in your institution how much money they will need for printing next year, ask them what they will need printed. Require everyone who will have a printing need to provide a line-by-line listing of the item, and the number of copies of each needed for the year. Also ask them to give an example of what they expect the finished product to look like in terms of size, number of pages, camera-ready or typeset copy, binding and cover, and a justification for any special color ink or stock. Sometimes just the need to look at what they did in the past convinces potential users and their reviewing department supervisor that maybe they really won't need it again.

Accumulate the stated requirements, and review them as to real future needs based on enrollment projections and other known factors. Then try to determine how you can do the required job both better and for less money. For a repeat of the oldies you do have a basis for evaluation: what were they like, what did they cost, and how well did they serve their purpose? For the new publication, you have to do some research, plan the message, and decide how you are going to communicate it. All planning on your part requires a secure knowledge of what is authorized to be done. Your degree of control depends on institutional policies and the authority you are given. Establish policies that spell out definitively what types of materials will be printed and what types will be reproduced by less sophisticated methods. For example, in the latter category might be student examinations, forms required in only limited numbers, inter-office routing slips, and similar materials of a short life span that do not require quality reproduction. It is important to have everyone understand clearly what can be submitted to be included in the college printing budget.

A careful sorting of all of the authorized printed items will reveal that almost all can be fit into categories for printing, such as booklets, brochures, sensitized paper, and duplicating, based on their makeup. These general categories will help provide a basis for establishing costs. By comparing size, types of paper, number of pages, binding, and quantity, you can

establish what a new type of publication may cost in comparison to similar publications that have been done. The actual cost today or tomorrow might vary considerably but past experience helps you develop budget projections.

Outside experts can help

Once you have accumulated your requirements and grouped them into categories, it is time to call in the known experts: paper-house representatives, typesetters, designers, and printers. Get their suggestions as to how the jobs might be done. You will be amazed at the outpouring of paper samples, typeface books, and helpful suggestions. It can be a real learning process. You need have little concern about their willingness to assist. They are in a selling business, and even though there may be times when the demand for their product is greater than the supply, they are looking to the long-range future and your business.

Get the experts to help you write specifications for each category of your printing needs. The competition between them is great enough so that ideas for saving will come pouring in. All paper does not cost the same, and for many jobs there are good and inexpensive substitutes you may have never used or heard of--ground wood, bible, and similar papers. New methods in typesetting are revolutionizing the business and changing the costs. Good designers will tell you how to get the most out of paper, both in quantity and appearance. The good printer will recommend which of your categories should be run on which size presses. Don't be led down a path by talking to just one paper house, one designer, one typesetter, or one printer. There is always more than one way to get a job done.

PREPARING PRINTING SPECIFICATIONS

Write separate specifications for all of your typesetting. One set of typesetting specifications will perhaps cover all of your printing except for your catalog. For the latter, write a separate set because the requirements are usually more sophisticated. There are many small and competent typesetting shops, with low overheads, looking for work. In your printing specifications spell out the details for each category: the cover stock, text stock, size, number of pages, printing on one or both sides, number of copies, binding or stitching, half-tones, bleeds, folds, collating, stapling, blue lines, deliveries, time for printing, costs for first one hundred or thousand or ten thousand, cost for additional increments, cost/credit for more or less pages, and many of the other things printers

charge for. If you go outside for art, design, or preparation of camera-ready copy, write up specifications to cover your typical requirements.

GETTING OUTSIDE BIDS

After a careful review of each set of specifications, submit them for bids to all competent vendors in your area. And consider what is "your area," with caution. A vendor a thousand miles away might offer a good price but you may end up with a lot of travel and telephone calls on your office account and a disastrous lack of quality control.

In asking for bids, submit each category of work for the entire fiscal year. Getting firm prices for the entire year is almost the only way you can come up with cost projections. You will be told that no one will bid because of uncertain paper and labor costs; don't worry, they will. They like to stay in business. And when a vendor can be assured of a sizeable account for a full year, he or she is interested. If a printer has a bid, it permits advance purchase of paper for the entire year at a price that was somewhat predictable when he or she submitted the bid for the job.

DEVELOPING YOUR PRINTING BUDGET

Once you have firm bids, you can develop a breakdown of costs for each line item included in your planned printing budget. From line items you can establish total costs. With line items you can also establish and number priorities in sequence. In the event a budget cut is made, the reviewer can readily see what the damage will be; in other words "what is not going to get printed." And, he or she has the option of reducing quantities in certain categories, such as the number of copies of the college catalog to be printed. It's an easy matter for budget reviewers to lob off 10 or 20 percent from a total, but when they see clearly what the impact will be, they may not be so quick to cut.

True, your budget cycle may not permit you to await bids for the next fiscal year before preparing line item costs as a back up for your budget submission. However, once you have developed a budget based on line item requirements and developed an entire fiscal year bid, you can make projections for succeeding years by maintaining contact with vendors. Precise costs are not always available, but you can figure in percent labor costs, materials, and others projected by vendors. All of your projections may not add up to the exact final costs but they will be far better than any "by guess--by gosh" method.

ESTABLISHING AND USING THE IN-PLANT SHOP

The relatively low cost and ease of operation of modern offset printing equipment has led many community colleges to establish in-plant printing shops to prepare their publications. Often, the operation of these shops becomes part of the responsibility of the public relations director, although in other cases it is part of the business office, administrative services, or some other area of college operation. In each case, however, the PR director must work closely with personnel of the printing-duplication department to utilize its services to best advantage for promotional literature.

In most colleges, the printing-duplicating services are not limited to the PR function. Forms, instructional materials, registration data, correspondence, student publications, and all sorts of other printing needs vie for press time. If the PR director establishes the print shop, and/or is responsible for its control, he or she can influence both the quality and delivery schedule of the publications.

EQUIPMENT

What constitutes an average community college print shop? Today, the reasonably effective shop includes two offset presses, at least one of them capable of handling paper stock in excess of 17-inch widths. A qualified press operator for each press is a must! The same machine may produce a wide degree of quality printing, depending upon the expertise of the operator, so make sure the operator is highly skilled.

Offset presses print from printing plates that may be direct image (on which one types with an average typewriter), electrostatic (similar to Xerox), verilith, or aluminum plates (in ascending order according to quality, but also according to price). If funds are limited, providing direct image or electrostatic plate-making facilities for routine work, plus an arc-burner for aluminum plates for high-quality promotional pieces, makes a good balance.

An operator typing a direct image master on an excellent typewriter can turn out quite acceptable copy. The same operator equipped with a composing typewriter, which provides a variety of typefaces, bolder letters, and justified margins, can do even better. For true professional quality, we recommend photo composition equipment. Headline-sized typefaces, some applied by hand, others automated, and a variety of non-copyrighted artwork are available, too, to embellish publications for the small shop.

Several pieces of assembly equipment are generally needed. A folder (which will usually handle several sizes and produce a variety of different folds) and electric stapling or stitching machinery are virtual necessities, and most shops of any size at all have some degree of automatic collating/sorting equipment.

Many well-established shops, however, still purchase a variety of services from outside vendors, either because they need these services infrequently or the machinery to provide the service is too costly or too large to be feasible. Contracting of outside services frequently includes photographic negatives for plates, platemaking, artwork and design, and binding, and occasionally typesetting as well.

SUPPLIES

A word about supplies. The most carefully set type, the most artistically designed format, and the most expertly printed piece are wasted if paper stock is inferior or inappropriate. Offset papers come in a variety of sizes, styles, textures, and colors. Your choices are nearly unlimited. Prices range just as widely, however, and the novice may be easily confused. A basic 50 lb.- or 60 lb.- (based on weight per thousand sheets) offset paper in an opaque white is a good medium-priced choice for all-purpose use. Index card stock, in colors, is usually adequate for tickets, posters, and run-of-the-mill covers. A 20 lb.-bond in colors works fine for flyers or announcements. But, for pamphlets, brochures, and other promotional pieces, investigate some of the eye-catching colors and textures of the slightly-higher-priced papers. For reproducing photographs and large blocks of solid color, the flat finishes (felts, vellums, etc.) are best, but even heavier textures work well for bold text-copy. Deckle-edges, cover stock with one color on the outside, another inside, etc., all liven up publications.

Inks are less varied, but there are still some differences to be noted. Quick-drying inks, or additives, for example, are needed when working with glossy-finished papers. Use opaque ink to print a lighter color over a darker one. You can also learn about screens and a variety of techniques rather quickly.

GOING TO THE COMMERCIAL PRINTER

Even those PR directors whose colleges have well-developed and equipped in-plant print shops find the services of a commercial printer necessary and desirable for major publications

such as catalogs, tabloids, engraved invitations, very large jobs (in terms of numbers of pages or copies or of complexity), and certain specialty items. You need some background information about dealing with the commercial printer.

Local regulations sometimes put limitations (in terms of dollars spent or size of publication) on the contracts one may place with a printer without bids of some kind. Even if there are no limitations, it is often good practice to request bids or quotations from two or three printers for jobs of any real size. Your detailed specifications are essential. In some institutions, a member of the business office or purchasing department may be assigned the responsibility of developing the specifications. It would be wise, however, for the public relations-publications director to work closely with the business office in this task to assure protection of aesthetic qualities as well as economic safeguards.

If sealed bids are required, the usual procedure is an advertisement in one or more local newspapers, stating availability of the contract, where specifications can be acquired, and date and time bids must be presented. Legally, the bids must then be presented in writing (supply a form for this so all bids are in the same format) in sealed envelopes, and none of them may be opened prior to the stated deadline. Once bids are opened, some localities require award to the lowest bidder meeting specifications; others provide for leeway if quality and service warrant awarding the contract to another bidder. At any rate, you have a legal document stating the exact price each bidder would have charged you for exactly the same printing job. Once you have awarded the bidder your contract, he or she is bound by your specifications--and so are you! Any "extras" or changes must be by mutual consent.

Interestingly, the bidding procedure usually brings not only better prices for work, but better quality as well. Perhaps this is because the procedure forces the printer to think through exactly what service he or she is willing to provide for the money--and then binds the printer to providing it.

Public relations directors generally find that they deal with more than one printer during any one year. Each printing house has, to some extent, its own style and its own specialty; that is, there is one type of printing it does best. The experienced PR director can soon learn which local printer will provide quick, clear, serviceable copy at a good price, which can be depended upon to turn out a major publication of high high style and fine quality, and which is best at sharp engraving for invitations, and so on. Furthermore, spreading your printing business through several firms sometimes means you

will not find yourself in conflict for delivery dates with another of your own jobs.

You can usually depend upon reputable printers to use quality paper, ink, and typefaces. But you are always within your rights to ask for samples of each as well as for copies of previous jobs they have done. Require proofs, too, of course, and do not hesitate to insist upon changes--both in style and content--if you are not satisfied with the results. If you have made changes, and are in any doubt about the results, you may want to ask for a second proof--sometimes additional errors are made when the changes are made. Printers are human, too.

In general, use of the commercial house for many of your printing needs takes longer, and you have less control of the content and less opportunity to make last minute changes. But results are often of higher quality than your own shop can manage, and special effects, such as binding, die-cutting, four-color work (usually far beyond the capabilities of the in-plant shop), are available if you are willing to pay the price.

BASIC TOOLS FOR PREPARATION OF CAMERA-READY COPY

Most public relations offices are involved to some degree in the preparation of camera-ready copy. The type of equipment you will need will vary with the extent of your involvement. The following list includes the minimum requirements, as indicated by asterisks, and also the essentials for a complete capability:

- *drawing board & T-square (preferably metal-sided to assure squareness)
- light table
- filing cabinet (drafting type)
- mat knife or paper cutter
- *triangles (30 & 45 degrees--or adjustable)
- *x-acto knife
- *scissors
- proportional wheel
- copy-fitting guide
- *ink & rapidograph (or comparable) pens (as many sizes as are possible, but a good range is 3-opt., 1 pt., and 4 pt.)
- combination pencil & inking compass
- brushes--various sizes
- *light blue pencil or blue pen
- *pencils & erasers

- felt tip pens--assorted colors
- brush for cleaning art work
- *rubber cement or waxer
- *burnisher (type with ball on one end and flat piece on other)
- pen cleaner
- *tracing paper
- *illumination board
- *drawing paper
- graph paper
- *India ink
- micro tape of various thicknesses
- *masking tape
- *sandpaper pad
- *opaque white-out
- spray coating to protect art work & typesetting (carbon ribbon type)
- acetate
- *rubylith or amberlith
- press-on type faces

SELECTING PAPER AND INK

Paper merchants and printers can be very helpful in selecting paper and ink. However, a public relations office involved in printing will find it very useful to have on hand at least the following:

Paper sample boxes and price lists (available from paper merchants--even though prices are not constant, a price list provides for comparison of costs between different stocks)

Pocket Pal (International Paper Company, 220 East 42nd Street, New York, N.Y. 10017)

Color guides:

- Weyehaeuser--Color on Color Guide
- Basketl--Color Selector Acetates
- Mohawk--Color Selector
- Pantone Color Paper Encyclopedia
- Pantone Matching System
- Speedlith Inks Guide

SELECTING TYPE FACES

All printers have their own stocks of type faces and should be able to supply a card or catalog illustrating type faces

and typographic devices in stock. In addition, most graphic firms publish catalogs with type faces, many of which are now available in a press type. Among those available from graphic arts supply houses are:

Chartpak
Letraset
Formatt
Prestype

STOCK ART SOURCES

Original art, when good, is always an asset to a college's publications; however, it requires talent, time, and is frequently very expensive. You can purchase camera-ready art at relatively reasonable prices. Good sources are:

Creative Communications Services, CASE, Suite 400,
11 Dupont Circle, Washington, DC 20036

Clip Art Encyclopedia, Valdes Associates, Inc., Westburg,
NY 11590

LARGE-SCALE DISTRIBUTION

The printing of publications is only one step in providing the public with information; how you distribute the publications is also very important. Plan the distribution of any publication prior to printing; the printing of too many is a waste, and the printing of an insufficient number is expensive if a reprint is required.

Large-scale or mass distribution refers only to those publications sent outside the college and not those that result from specific requests. These are primarily publications that the college wishes to place in the hands of individuals to provide them with information about the opportunities the college offers or to ensure favorable community response to the college.

1. Bulk-mail permits. Non-profit organizations, such as community colleges, can obtain a bulk rate permit from post offices. Such a permit authorizes the mailing at a special low rate for a minimum of 200 similar pieces when sorted by zip code and appropriately labeled and bundled. See your postmaster for details.

2. In-house mailing. The compilation of mailing addresses by the college, as discussed elsewhere in this publication,

is important. Such a listing, for which a college normally has a specific use, is usually limited in size because of the need for special equipment or a great deal of time to address and sort by zip code. However, postal regulations do permit large-scale mailing at bulk mailing rates for certain customers when materials are bundled for specific mail routes with each piece of mail addressed "Postal Customer, Local." To use this system you must obtain a listing of carrier routes from the local post office with the number of addresses on each route. You must process such mailings through the post office from which the carriers go forth. In areas where there are many post offices or branches at which deposits would have to be made, the method appears impractical. See your postmaster for the details.

3. Mailing service. In many areas, particularly densely populated areas such as large cities or metropolitan areas, commercial addressing services exist. Agencies providing commercial addressing services usually do so on the basis of zip code areas for general mailing and specialized lists. The latter are lists, for example, of doctors, engineers, lawyers, dentists, teachers, and other special interest groups. The former, the zip code areas, address mail only to "Resident" followed by the house number, street, city, and zip code.

Such agencies generally provide the customer with maps of the area to which they mail. These maps are overprinted with areas of specific zip codes and generally sub-areas of the agencies' own designation. This permits the customer not only to designate a specific zip code area, but, if desired, only a portion of the area because the agencies' labeling means will permit the selection of the address labels for the specific area. Agencies doing this kind of work have the facilities to affix the labels, sort the mail by zip code area, bundle in appropriate size bundles, and deliver to the designated post office. The college must, in most instances, make the arrangements with the postmaster for the mailing permit, if one is used, and the payment of the postage.

The cost for mailing service is generally inexpensive, and in areas where several agencies operate it is competitive both in price and in the services offered. It pays to solicit bids. Expect prices for "Resident" mail to range from \$10 to \$15 for each 1,000 pieces; specialized lists will cost considerably more. Other services provided at a cost by such agencies may include collating of several-page letters, folding of the items to be mailed, and inserting them in envelopes. Some agencies even specialize in the mass-typing of letters to specific addresses, affixing signatures by machine, inserting letters in envelopes and mailing them from any geographical area in the U.S.A. or even from foreign countries.

If no commercial mailing service exists in your community, it is quite possible that there is one somewhere in your state. By tracing the origin of some of the "junk mail" you receive you can quite possibly uncover a number of mailing service vendors who will be interested in selling you the service.

NEWSPAPER INSERTS

Most daily and weekly newspapers provide an insert service by which printed materials can be inserted into their newspaper for distribution to their customers. In most instances the inserted material must be run on the newspaper's presses, but this is not always the case. Obtain details from your local newspaper.

Although inserts are economical, don't forget that your publication will go only to the newspaper's subscribers. You may miss an important segment of the public you wish to reach.

SUMMARY

This chapter has dealt only with some of the printing and distribution possibilities available to you. Your own community will be the primary determining factor. If you are located in a densely populated area, you will have many printers competing for your work and offering many services at competitive prices; in a rural area you might need greater self-sufficiency. The important thing is to examine the possibilities. Remember that in any printing undertaking, cost, speed, and quality are interrelated factors. You may have to sacrifice one of them unless you have done a great deal of research and planning.

CHAPTER VIII

ORGANIZATION: AUTHORITY AND BUDGET

Organizing for public relations is just as important as having sound operational guidelines for anything else the college does. So, where is the authority for such an enterprise? The chief executive must set the pattern. Since the authority for the daily operation of the college is delegated by the governing board to the chief executive, the responsibility and accountability for everything that happens in the institution ultimately rest on his or her shoulders. She or he is always expected to relate to the student body and to potential students--who include almost everyone in the community. Nearly all job descriptions of chief executives of two-year colleges include such words as "relating to and interpreting the college to the community." Boards of trustees regularly regard this as a very important of the chief executive. Since the task of public relations is inescapable, who shall perform it?

Although in a sense every employee "reports" to the president, it is obviously impractical for all to be directly responsible to him/her. However, I cannot emphasize strongly enough that the public relations officer must report directly to the president because they must be in close communication if the function is to be carried out effectively. In fact, the officer should be a member of the top management team and participate in administrative, planning, and policy discussions. Only in this way can the person be well-informed and perform successfully.

Notwithstanding this close relationship, no college president should attempt the nuts and bolts of public relations personally unless that is basically all he/she plans to do. If the college budget cannot support public relations as a separate component, it should be assigned as a specific addition to an existing staff member's job.

The chief executive should be involved in defining the mission of the program, and should approve the final goal statement. If the college doesn't have a competent public relations person to give specific advice, an educational public relations consultant should be employed to assist in setting goals and objectives and refining the mission statement. This provides general guidelines by which the department will function.

What to build into the program--staffing, radio studio, television, cameras, reproduction and printing services, photography

equipment, or just one person with typewriter and tape recorder--will depend on a basic analysis of the community, which should reveal the best ways to reach all constituent groups. For example, some colleges have used public service time on radio very successfully. If radio is a central element in the college's public relations program, then a production-type studio is necessary and practical. But that is only one possibility.

Any college that is trying to make decisions on communications and public relations tools and processes would do well to contact the National Council for Community Relations, an affiliated council of the American Association of Community and Junior Colleges (Office of Vice-President for Communications, AACJC, One Dupont Circle, Washington, D.C. 20036). This council can provide a great deal of help in terms of consultation and information on what has worked for others. The Council for Advancement and Support of Education (CASE), which was created in 1974 through a merger of the American Alumni Council and the American College Public Relations Association, is another source for institutional relations/information services.

How much should be spent on public relations? Such programs can be costly or not, depending on their scope and efficiency. What percentage of the operating budget should go into public relations? Again, that can vary. It depends on the size of the institution and what it wants to achieve with a public relations program.

For example, Florida Junior College at Jacksonville, with a head-count enrollment of more than seventy thousand annually, has six full-time people in the Office of Information Services, the public relations component. The 1976/77 budget for that office was about \$169,000, which covered salaries, preparation of the college catalog, a professional recording studio, a news service, publications preparation for all campuses, paid advertising, and funds to travel to participate in professional activities. (The figure quoted is approximately seven tenths of 1 percent of the annual operating budget of \$24 million.) While undertaking many traditional--and some not so traditional--public relations activities, the office emphasizes media relations. In addition to this office, the president has a special assistant who reports directly to him and who is responsible for "community relations," especially in the business, industrial, and professional sectors. And of course many other individuals in the college contribute to public relations, too, either directly or indirectly. Among them are those who manage the Speakers Bureau and audio visual services.

--Benjamin R. Wygall

CHAPTER IX

PUBLIC RELATIONS EVALUATION

Every year the public relations director must evaluate how effectively he or she has reached the college's public. At the end of each event and after the public relations program has been completed at the end of the year, sit down and answer these questions:

1. What were your aims?
2. What did you do to accomplish them?
3. What were the most successful aspects of the program?
4. Where did you fail--and why?
5. How can you avoid such mistakes next time?
6. If you had the opportunity to repeat the program, what exactly would you do?

Using these questions as guidelines, you can periodically audit your individual projects and your department's total program.

GAUGING EFFECTIVENESS

Tracing the origins of public attitudes is a difficult task at best. But trying to relate public perceptions about your institution to the specific actions of your public relations effort is an even harder job. Nevertheless, evaluating and measuring results will enable you to gauge your current standing and the future improvements you should make. Most importantly, evaluating and measuring will enable you to present, with confidence, a yearly report to college officials on the value and results of your department's work. You can also compile reports for individual activities of the PR department at the end of the event, or every month.

Use surveys

Do research to learn how effective your PR program is. Surveys are a helpful tool.

1. Readership survey. You can obtain facts about the reading habits of your public with a readership survey. Find out the

community's reaction to your publicity efforts by asking what people know about your college's programs and what they would like to know. Learn what newspapers they read and which sections they spend the most time on.

On the day following the publication of a college article, check to see if the group you are surveying saw the story. Did they miss it because of its headline, length, page, or position on the page?

2. Readability tests. One of the most important considerations in PR communication is the copy's level of readability. Several reading specialists have created tests to determine reading ease based on the number of words in a sentence, and even the number of personal words or sentences in an entire passage. Irving E. Fang developed an easy listening test for radio and television news. You can develop your own readability evaluation by asking yourself these questions:

1. Is my copy easy to read?
2. Is my copy easy to understand?
3. Do technical words in the copy on data processing or engineering or biology courses need explanation for the average reader?
4. Are too many of my sentences complex and compound?
Can I reduce them and add greater variety with short and long sentences?
5. Can I humanize copy with specific references to students and faculty by giving their names?
6. Can I make leads of news or feature articles catchy by focussing on particular students in a program or course, rather than using the general "5-w lead"?
7. Can I improve copy by producing lively stories that are informative yet arouse readers and motivate their interest, instead of factual, routine pieces that leave them saying, "So what?"

3. Pre- and Post-tests. Before a brochure goes to the printer, test it on sample audiences to determine (1) whether the material is understandable, (2) whether the brochure is interesting, and (3) whether the photos and page layouts are appealing.

Conduct comparative tests of the material and layout. Copy might be written in straight factual style in one sample, and

recast in a personal human interest style in another sample. The reactions of the reader-audience to the two samples can serve as guidelines for the final copy. Similarly, present two types of layouts for audience reaction, and choose the layout that received the more favorable response.

Post-publication testing can determine what sections of the brochure or alumni magazine were read most thoroughly, which sections of the publication were read by only a few readers, and which articles were skipped altogether.

4. Special survey of high school students. Study the reading habits, attitudes, and opinions of high school students and counselors regarding the community college. Include such general questions as "What do you think generally of the college?" "What are your reactions to the college's public information program?"

Going deeper then, ask what newspapers the high school students read. What dailies? What parts or sections or pages of the dailies do the students read regularly, sometimes, or never. Again, check immediately after publication of a college news article to learn whether the students read the newspapers, and if so, whether they saw the college article.

Other questions might deal with the students' stock of information about the college. What information about the institution do they have? What more would they like to know about the college?

5. Newspaper editor-reporter survey: The public relations department should find out the reaction of editors to the college news, features, and photos they supply. Begin by determining what news and editorials about the college each newspaper is printing. Then, conduct an in-depth survey to get information that could improve the relationship between editors and reporters and your department.

Ask editors and reporters whether they feel they have good access to the president. Find out if they can depend on you to provide background information whenever they need it. Are you sending press releases far enough in advance for them to prepare for coverage? Are your items too long for their needs? Would they like to hear more about students, faculty, or the administration?

If you mail a questionnaire, keep it short. If an editor has time for a personal visit from you, meet with him or her to develop a personal relationship.

6. Radio and television check-up. Radio and television stations have developed a variety of methods for testing their programs. Similarly, the PR department of a college can rate its radio and television programs by initiating a telephone polling system.

The first type may be called the coincidental method. The PR college representative calls a person while the college program is on. Ask if the person's radio is turned on, and if so, what is the program. The surveyor can determine quickly whether the college program is being listened to.

In the recall technique, you ask the informant to report on the radio programs he has heard in a certain period preceding the phone call. The PR person thus can learn whether the college program has been heard. The college representative can ask directly, "Did you listen today to the community college program on station XYZ?"

You can also conduct personal interviews with radio listeners to determine whether they have listened to college programs on the air. Show the informant a printed list of programs that were on the air during the period the college was on the air. Ask which programs he or she listened to.

You can apply the same techniques in surveying the public reaction to the college's television programs.

7. Coupon check. When a college schedules an advertisement for a newspaper, the director can conduct a coupon check to determine the effectiveness of the advertisement. The coupon, to be returned by the reader, states that he will receive a free catalog or brochure about a special program or course. The reader mails the coupon to the director of admissions, or to a particular division of the college, or to the department of public relations. If sent to various departments, the coupons should be returned to the PR director for record-keeping purposes. You can code the coupon so that you'll know which newspaper it came from.

8. Telephone call check. When telephone calls are solicited in response to advertisement or news articles, the public relations department can arrange to receive the calls. Or if it is more convenient, the director of admissions may handle the calls, but it is important that you receive a record of the persons calling and the ad or article that they were responding to.

You can check these telephone calls and printed coupons against enrollment figures to determine if the potential students actually enrolled. Sometimes the publicity has an immediate

effect; on many other occasions, the reader or viewer enrolls the following semester.

9. Special events check. If the college sells or gives away tickets to special events, the director can find out how many people attended. When no tickets are involved, there is another way to check the attendance levels. The public relations staff can institute an information check of the number of persons who came to the art gallery, or visited the shopping center for the college exhibit.

Large companies, such as the Bell Telephone System, have run extensive surveys on visitors who attended their exhibits. The Bell system surveyed visitors as they stood in line before they saw the exhibits, and then interviewed the visitors afterwards. The surveys checked on the visitors' attitude toward the company before and after viewing the exhibit and their response to the exhibits.

10. Index of exposure check. The college's public relations department may keep a monthly check on the institution's Public Relations Exposure Index.

The Exposure Index developed by Dr. Sidney Kobre, of the Community College of Baltimore, and presented in his book, Successful Public Relations for Colleges and Universities (New York: Hastings House, 1974), is a combination of all units of exposure the institution received during the month. The PR department checks on the amount of publicity the college has received, and then compiles a yearly total.

The compilation of the unit of exposure follows the method used by newspapers and magazines to determine the cost of advertising. The media advertising manager bases the advertising cost in his or her publication on 14-agate-lines-to-the-inch rate. This, in turn, is based on the circulation of publications and other factors. Some advertising unit has to be worked out for most types of merchandise or services being sold, and for whatever customer places the advertisement. The results from the ad are not a factor. What the publication is selling is "advertising exposure," based on the size of the advertisement, the frequency of insertion, taking into consideration the size of the publication's circulation. Radio and telephone advertising rates follow the same general principles, but the advertising rate unit depends on time, not space. Publication advertising agents say results will follow if the merchandise is right, the price is right, the size of the ad is correct, its content is appealing, and the ad is inserted in a newspaper or magazine with sufficient circulation in the market to be covered. The results are not guaranteed. The exposure (circulation) is all that can be expected for certain.

You can develop a similar Public Relations Exposure Index. Base your index on the column inches of (1) headline space, (2) inches of news or features, (3) inches of photo space devoted to the institution. This barometer is not too difficult to compute. You can make similar computations of the radio and television ads and news announcements about the college. These would be time-units.

The statistical measurement of space-inches and time-inches is a controversial issue in commercial and educational public relations. Many people have pointed out that such statistical measurements do not indicate the effects of the publicity nor the changed attitudes toward the institution. To determine the value of the college's public relations program, it is true, you must consider all aspects of the total program for the month, or year, rather than just one measurement: inches of newspaper space and radio or television time.

On the other hand, the quantitative measurement and presentation of exposure are definite and concrete. The approach has certain advantages, as we will point out. No excessive claims, however, should be made for such an index of exposure. It is only one aspect of the year's program: amount of inches and time the institution received on a free or paid basis.

This does not rule out your making studies of the attitude and knowledge changes of the various publics before and after the publicity appeared. Nor does it prevent you from taking the next step, correlating the results of your quantitative study with enrollment figures. For example, you may study the results of publicity in certain community newspapers, checking these figures against the enrollment of students from that area.

For the PR person, the study of monthly and yearly figures can give clues as to the response the institution has received in the print and broadcast media. It may confirm some of your suspicions about the acceptance of articles by some newspapers and the rejection by others. The long-range figures, thus, may give you a better balanced picture than daily on-the-spot observations can. If you compile the figures properly for each daily and department within the daily, and for each community newspaper, you will observe the strengths and weaknesses of your PR operation. The photo coverage by the community newspapers, for example, will be shown in the computations; perhaps the figures will suggest that you should supply these community editors with more and better pictures. You may discover you are wasting your time in sending photos to some editors.

You can use these figures in the monthly or yearly report to the president of the college or other administrators. Instead of

saying, "We received good response from our spring promotional campaign," you can specify that you sent out X number of articles. Of these, X number of articles were published. Add that you mailed or delivered X number of photos, of which X number appeared. The total number of inches was XXX. This has concreteness and definiteness. The PR director can add that coverage was obtained in X number of dailies and X number of community newspapers.

Sample Summary:

Number of news and features sent	_____
Number of articles printed	_____
Number of photos sent	_____
Number of photos printed	_____
Number of total inches of publicity	_____
Number of papers using material	_____

Dailies _____ Community Press _____

You can then analyze the results, pointing out where the campaign was strong, where it was weak, where more photos were needed at press time, and what may be done to improve results next time.

PUBLIC RELATIONS CHECKLIST

The annual report may contain some of the following items or additional ones, according to the scope of activities of the PR department:

1. Purposes and goals of the department during the year.
2. The various internal publics addressed.
3. The external publics for which the program was designed.
4. Significant public relations problems faced by the institution.
5. Highlights of the year's work.
6. Innovations in communications attempted.
7. A qualitative analysis of the progress made in public relations.

8. Some quantitative summaries and results:

Daily newspapers
Community newspapers
Radio
Television
Surveys--readership, attitudes, etc.

9. Outstanding news articles of important campus events.
10. Feature articles about the institution.
11. Brochures produced.
12. Motion pictures produced.
13. Exhibits shown.
14. Periodicals edited.
15. Photographs taken, processed, printed.
16. Assistance in publicizing fund-raising campaign.
17. Plans and projects of the public relations department.
18. Recommendations by the director and staff regarding policy, additional personnel, and equipment.

The public relations director should make an effective, comprehensive annual report of the department's activities to the president. The report may serve as an evaluative instrument. In the report you may review some of the key purposes and goals of your department and the publics your activities were aimed at, including the new segments, such as women, veterans, federal employees, or industrial workers.

You can call attention to the significant public relations problems of the institution and indicate how they were solved, or partially solved, or not solved.

The report can relate the highlights of the year's work in the public relations department, mentioning some of the innovations attempted and the continuation of the successful projects of previous years. Include a resume of what progress was made and review some of the results from qualitative and quantitative standpoints.

Point out outstanding news stories and feature articles about important educational and cultural events at the college during the year and how they were treated by the media.

The Public Relations Exposure Index that the department has compiled can be presented and compared with figures of the previous year or years.

You also can cover some of the public relations problems that the college will face during the next year, and suggest how they might be handled. And, finally, you can outline the public relations program for the year ahead.

Compiling and analyzing such a report has distinct benefits for the public relations department and for the college. In the process of reviewing the past year's problems and the public relations objectives and projects, you have the opportunity to look at the overall program in one compressed report, and to evaluate the program in some systematic, organized fashion.

You also have the opportunity to discover where the weaknesses in the public relations program lie and to develop innovative ideas and practical techniques for overcoming them.

Analysis of the figures may uncover new areas of publicity to take advantage of in the next year.

Researching and writing the report will force you to analyze more deeply and to articulate more completely a philosophy of community college educational public relations. You might develop new insights by assessing the department's work.

The report will show the college officials a comprehensive picture of the PR operations that will enable the president and deans to evaluate your department's contributions to the progress of the institution. The report may be distributed to faculty members as well as to the board of trustees, giving all an understanding and an appreciation of the important role of the public relations program in the college's past operations and in its future development.

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